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SCHOOL-KEEPING.

THOSE who entered this field of labor twenty years ago, with few exceptions, enjoyed not the advantages of special training for their high calling; but either adopted the course pursued in the schools of their boyhood, or attempted some untried theory upon the children committed to their charge. Sad alternative! in either of which, failure became rather the rule than the exception; not perhaps in the estimation of the parents or the committees, — for deficiency in modes of teaching, of discipline, and of results, was the too general state of schools among us to excite any particular observation, — but in the opinion of the conscientious teacher himself. He felt his own short comings; he wished for better things; he yearned for the power of raising his school towards the ideal in his own mind; but it was an up-hill task. He mourned for lack of sympathy, felt a diffidence in his own capacity, and encountering unforeseen difficulties in the course of his ordinary instruction and management, his physical strength became exhausted, and he often found himself compelled, for a time, to yield to evils which he could not overcome, till experience had given him power, and created self-confidence, and one by one he introduced the improvements he desired; and thus, by the perseverance of years, he secured the benefits which the Normal school of the present day, to a good degree, confers in as many months.

Of the four thousand or more public teachers in our commonwealth, scarcely a tenth part, probably, have enjoyed the benefit of one of these valuable seminaries; and consequently, a very large majority are, to some extent, *feeling their*

way through the labyrinth of the multifarious duties of their vocation, much as did their predecessors in bygone generations. Not wholly without a clue, however; for discussions at conventions of teachers, statements of personal experience in instruction, lectures on modes of teaching and governing, essays on motives to be addressed, educational periodicals, teachers' institutes, and an increased liberality in the provision made for the comfort of the teacher and pupil, have breathed new life into those engaged in schools, and encouraged them to believe that they are rising in consequence in the social scale, and of course in the sympathy of those about them. Still, if the beginner is ambitious of magnifying his office, and of pursuing a course which will aid in giving to the "mark" he may leave upon the mind and character of his pupil, the elements of a *finished man*, he will need further assistance and counsel.

And if this periodical is to become essentially beneficial to our schools, it must be not only through the promulgation and advocacy of sound principles in morals, and the discussion of general truths, but also by unfolding the details of methods which have, in the experiment, been found successful. The young teacher may thus, from the experience of those who have wrought out with patient labor a system of operation, save years of anxiety, as well as of frequent unsuccessful efforts. Not that it is to be supposed that any one man's scheme, however excellent in the hands of its author, can be equally successful with every one. He who anticipates this, will inevitably be disappointed. Every man must be able to originate something for himself; or, at least, to modify what emanates from another's mind. He who is incapable of this, has mistaken his calling. Still the fact remains, that principles of action, applicable to every human mind, though perhaps not appreciated or thought of in connection with constantly-occurring cases in the schoolroom, should be presented to the inexperienced teacher, as the chart to guide him on his pedagogical voyage.

That portion of the exercises at any meeting of practical teachers, involving such details, is almost invariably considered the most useful of any presented. The young teachers are benefited, and perhaps the old. At any rate, the latter are gratified at the presentation of views congenial to their own; and carry to their schoolrooms a new impulse, from this corroboration of their sentiments. For, to the same conclusion most teachers arrive at last, who enter the profession with right views and motives. Hence, the enlightened experience of all, or nearly all, furnishes one set of rules of action, more or less modified by personal temperament.

Under these considerations, we devote our present number principally to the general subject at the head of this article ; and shall avail ourselves of a letter of advice,—written by one of the fraternity, many years in service, to a young friend, on “setting up for himself,”—in which several of the points of a teacher’s duties are introduced and dwelt upon, as constituting, in the writer’s judgment, important topics for meditation and practice.

To many, doubtless, they will seem obvious and trite ; but multitudes there are, whom circumstances have placed in the schoolmaster’s chair, that need such hints, and may be grateful for them.

B——, January 1, 1848.

My dear friend, — Your connection with me in the business of instruction, during the year past, has excited in my mind an interest in your future operations, which induces me to offer you, at parting, some suggestions on *school-keeping*, that may not, in your new position, be wholly valueless to you.

In the department to which you have hitherto devoted yourself, you have evinced a degree of cleverness beyond most of your predecessors. This augurs well for your success in a more varied circle of duties ; and my anticipations of the result are high and ardent. Still, there is a vast difference between the place of one who labors in a subordinate situation, regulated by the prescribed rules of a large seminary, and that station of responsibility filled by the independent head of a school,—small though it be, — from whose sole mind emanates the main influence, for good or for evil, to the scholars committed to his charge.

MOTIVES.

If you would attain to the enviable rank of a *perfect teacher*, your *aims* must be high. You must enter upon your new trust, resolving to “fight the good fight,” not merely “for the meat that perisheth,” but also that you may acquit yourself to your conscience, to your country, and to God ; that you may do good to your race in the profession of your choice ; and thus lay up a treasure of satisfaction, on which you may draw, and not vainly, in “the sear, the yellow leaf” of life, to refresh and enliven its dim and closing scenes.

I have intimated that school-keeping involves a *warfare*. It does so, — a warfare with indolence, with passion, and self-love. Against these you must unceasingly contend. You will need the martyr spirit. A resolution to make the very most of your opportunities, regardless of cost in personal ease or convenience, or whatever may be precious to you, is indispensable to

complete success. In any thing of less importance than the purification and elevation of the human soul, I acknowledge, this would be too much to ask or to expect. But who shall estimate the priceless value of *one* such soul? Calculate, then, if you can from unity, the worth of the multitudes to be under your influence; and hence infer your own obligation in the matter. If you have not thus viewed your obligations, hesitate to take the place. Nothing far short of this can justify the step! You assume a responsibility, whether you admit it or not, which cannot be escaped.

The statute of our commonwealth devolves the duty upon you, and philanthropy, benevolence, and Christianity, bind you to it still more strongly.

MEANS.

But how am I to do all this? you ask. The first step is to *resolve* upon it; the next, to secure the confidence, and, if possible, the love of your pupils. On first going into your school, *you* are the stranger; the pupils are at home. They feel a degree of ease and self-possession, surrounded, as they are, by their friends and associates, which you do not. They perhaps make some demonstration of a purpose to "*try* the new master;" they wish to find out *what he is made of*; how much he will bear; how far they may go in taking certain liberties, in indicating their notions of native equality, et cetera. This, then, is the fitting occasion for stamping upon their minds an impression of yourself, which may never be obliterated; which will be daily, or perhaps hourly, read by them, as a moral guide-book on their way, a check to folly or to vice.

"There is a tide in the affairs of men,

Which, taken at the flood, leads on to fortune!"

This is *your* tide; its flood is *now*. You must not neglect it. And oh! be careful, be discreet! Weigh well your words—your *manner*! Feeling an interest, deep and earnest, in your pupils,—which you *must* feel, if you undertake with them,—in a distinct, impressive, and calm tone, and with a manner kind, though earnest, unfold to them what you consider the true relation between yourself and them—the teacher and the taught. Let them find as much of the *parental* in the former as your feelings will justify, that theirs may respond in the truly *filial*. Say little about *rules* at first, but intimate your hopes that they will be a "*law unto themselves*," doing nothing in your presence or absence,—and, for honor's sake, especially in your absence,—

that they would be unwilling you should know. Let this address be brief, but take occasion to allude to its prominent points from day to day, till its principles become familiar to the school ; and each morning add such thoughts as may occur to you, for their government and moral instruction, adverting, with approbation, to such examples of practical attention to your lectures as may have fallen under your notice ; and a good foundation will have been laid for your popularity and usefulness. I use the word *popularity* in its best sense. It is a word often connected, in public life, with *base means*, which throw their shade upon the thing itself. Of course, I repudiate all this. I would have you popular ; you *must* be so, or you will fail to do a tithe of the good for your school of which you are capable.

It will be useful to question the school one day, on the sentiments of the address of the preceding, and will be a means of securing attention. If a word of approbation be bestowed on those who remember and give a good account of what was said, it will encourage others, and hence the good principles will be stored up for future time ; the practical use of language will be acquired, and that awkward and blundering expression of thought or narrative, so common with the young, by degrees be corrected, to their great and lasting benefit.

PREPARATION.

If your purpose in relation to your school—to do it the greatest possible amount of good—is well fixed, you will keep it constantly before your mind. In addition to your general knowledge of the subjects of study in the classes, you should make a regular and daily preparation for each distinct lesson, so that you may have it all fresh in your mind, and be able to dispense, as a general thing, with the use of the book, during the recitations. You will thus not only impart a vividness and interest to your instruction, but will have your eyes free to range over your schoolroom, among those not reciting, as well as among the class engaged with you. You will gain freedom yourself, and your teaching will, at the same time, be much enhanced in value.

Your habits of life, as to food, drink, exercise, and sleep, should be carefully regulated ; a reasonable amount of each should be enjoyed, neither excess nor deficiency being allowed. Health of body and calmness of mind depend on a proper attention to them all. With nerves unstrung or over excited, you become unfit for the duties of the schoolroom. The pupils will often severely task your patience ; but, unless you are loyal to nature's laws, the faults which you may be disposed to charge upon the waywardness of the children, will be found to originate

with yourself. Oh! how often the deranged condition of the teacher's digestive functions, his night of broken rest, his overwrought brain, or some irregularity in his mode of living, has cost a harsh rebuke, a severe judgment, or hasty blow, which might have been prevented by a due regard to the physical laws, as connected with his own constitution, which, one may daily prove, can never be violated with impunity! And how unmanly, how cruel, for one having in his keeping the comfort and welfare of scores of dependent human beings, thus to impair his self-control, and inflict the penalty upon the innocent objects of his spleen!

If matters go wrong in the schoolroom, examine yourself first of all, and ascertain whether the fault be with yourself or others, before you proclaim your denunciation. If the order in school be not good, pause; do nothing in the way of teaching till that point is secured. Keep the mind calm—the countenance unruffled. Avoid loud and angry tones: they are contagious. A quiet and gentle manner, too, begets its like. Let order be the first law of your school: maintain it at any cost. If any thing further can be added to it, well; but if not, one thing will have been gained—a valuable item of education, worth more than any one branch of *book-learning*; something that will be useful all the life through; and for the lack of which, expertness in no one branch of study can atone. The end and aim of *order* in school, are not your convenience or merely the present good of the scholars; but their character and usefulness out of school, in whatever sphere they may hereafter move.

It will be well, for yourself and the school too, that you not only be punctual to your appointed hours, but that you be in a *little before the time*. This will prevent any hurry on the way, and afford you time for gratifying such of your little friends as may wish to say a word to you before the general exercises commence. If any come to you in this way, receive them cordially; greet them with the appropriate salutation of the morning, and thus encourage them, by your own example of friendly civility, to do the same to others. This is the kind of teaching that is most effective—which, like mercy, “blesseth him that gives and him that takes.”

THE NEW-COMER.

You are now installed in your office. Your plans seem to meet with favor. The scholars have become acquainted with you, and they generally coöperate in your efforts. But here comes a new candidate for your interest, friendship, and love. A little boy, or it may be a young, timid girl, is presented—for

the first time quitting her mother's knee—to your large family circle. Stranger to many, perhaps to all, how she shrinks before the gaze of the curious groups! Her voice is hardly distinguishable above her breath, in answer to the questions you put to her in her examination; and she is on the point of bursting into tears, from the excess of her perturbation. Let the mild tone of a gentle address reassure her fluttering spirit; and some appropriate expression of endearment accompany the words, and you will, from very gratitude in her, wind yourself around the little creature's heart, with affection's silken cords, more enduring than adamant!

You have now at your command all the mental energies of your new pupil. Use your power wisely, and you may confer on her what may become an infinite good. You may benefit her, intellectually and morally, for all coming time; in her school deportment and diligence; in her manners and principles for the fireside; in her conduct in the street, in company, and at church; and in the influence of her school-acquired attainments on her friends and associates abroad, as well as in the tenderer relations at home.

You cannot decide at a glance how much of a task she will be able to accomplish at once: leave the matter then to her,—if she is old enough to know any thing about study,—telling her that you wish her to learn as much as she can, in studying a given time; that you hope she will learn it very carefully, and be ready to recite it at the time mentioned; and she will probably apply herself with an alacrity which will fully equal your desires. Following up this idea and manner, you become familiar with her faculties, one by one, and enlist her into your service as an efficient auxiliary and friend; and how inestimable are the friendships, which, having their origin in kindness and good-will, are fanned by favors into a glow of love, through the ardent feelings of childhood, and ripened, at last, by mutual benefits, into an enduring esteem!

INFLUENCES.

The most potent foe to progress, in school as elsewhere, is a love of ease. And this being a natural propensity, will yield slowly and reluctantly to your efforts to overcome it. Few, very few, and least of all, young children, apply themselves to books from love of knowledge. Some do it because they are sent to school for that object; some because it is the custom of the times, or because it forms part of the process in *finishing* a human being; some because it will gratify friends at home or teachers at school; some because it will enable them to enjoy

the pleasant narratives that books contain ; some from a promise of reward, and some from a fear of punishment. On the whole, with few exceptions, it becomes so mechanical an affair, that there is involved in it but a small modicum of interest, and that kept alive only by a frequent change of expedients. This state of things ought not to excite our impatience. Nearly the whole course of school education is at variance with the natural propensities of the child. Besides the love of ease, he has an irrepressible desire of *pleasure*. Under the influence of this, he is a totally different being. His *activity* becomes predominant. Like the fawn or the mountain goat, he pants for freedom and for action. His spirit revolts at being shut up from the sun's light and the exhilarating breeze, and made to pore over the *signs* of things in a book, while he would be studying the things themselves. It is an artificial state, to which he finds it hard to yield. And when he reflects that he is thus to plod on, year after year, should we wonder that his perseverance flags, and that he needs new incitements from time to time, to rouse him from that apathy so chilling, so disheartening to the teacher ?

What, then, should be the remedy ? We should consider his case, and, when induced to reprove him for his deficiencies, let our rebuke be softened by reflecting on this law of his nature. We should convince him, more by deeds than words, that we sympathize with him in his difficulties, and that we gladly strive to rid his path of the thorns that lie scattered there, while we lead him, as his mind acquires strength and reason to comprehend it, to see that even these, or a portion of them, are useful and necessary, and that they tend to fit him for that rugged course which, as he advances on life's journey, he must trace, although it may be with bleeding feet !

This doctrine, though hard to receive, and still harder to practise on, finds its illustrations in every community. Seven-eighths of earth's great ones — those who have made men their debtors by their contributions in wisdom, or science, or art ; whose names are highest on the rolls of fame, for their discoveries, their benefactions, their godlike examples — lived lives of privation, want, suffering, or crushing toil, — or died martyrs to their great ideas of duty. These representations, as children become capable of understanding them, may be used to encourage them to fidelity and constancy in the pursuit of knowledge and virtue, which are cheap at any earthly price.

Before their minds are sufficiently mature to receive impressions from such views, let incitements, the least selfish in their nature, be placed before them. Duty, honor, love, obedience to authority, a desire to gratify parents, friends, and teachers, the heavenly injunction to diligence and fidelity ; these should

be among the highest motives presented to the young. *Rewards* may not be prohibited; but should be of a nature to minister, not to the pupil's vanity, but to the enlargement of his mind, and the expansion of his benevolent sentiments.

Be slow to distinguish rival scholars, by conferring prizes on the best; but reward abstract merit for the *effort* in duty, although it may be unavailing. Thus the distinction between the *bright* and the *dull* becomes merged in that between the faithful and the negligent—the careful and the reckless.

EXACTNESS IN REQUISITIONS, ETC.

Let your requirements be clearly within the ability of the pupils, and then allow of no omission. Far better to accept the shortest and simplest exercise well prepared, than a long and difficult one but partially accomplished. So of all school orders. Let them be simple and not improperly onerous; but require them to be performed *to the letter*. Of penalties: let them be the slightest that the case will fairly admit of, but see that they are applied with infallible certainty. The calculation of *chances*, with delinquents, in this regard, is of very bad tendency. See that all lessons assigned, be regularly called for when due, and let them be recited. A lack of attention to these particulars often involves both parties in difficulties.

Never commit yourself by a threat which it would be unjust or might be impossible to execute. Avoid trammeling your own free agency by shutting the door against a retreat. Do not say to a pupil, "you shall remain with me until you have performed this task, made that confession," or the like: if *said*, it must be carried out, but may be attended with serious results. In your regulations, leave as much freedom to your own judgment as possible: individual cases will often require its exercise.

Be, above all things, careful to fulfil your promises. Give no one occasion to *doubt* that you will do it. Let every child see that, however inconvenient or expensive it may be, "there is," in this particular, "no such word as *fail*."

If you borrow an article of any one, let it be most scrupulously returned. Take measures to prevent *forgetfulness* on your part. With many boys, the standard of moral principle is low; and they will be apt to attribute to wrong motives—perhaps to dishonorable ones—any little failure in such a case.

DISCIPLINE.

Check, in the promptest manner, any attempt at unfairness

in the mode of securing the result of a required investigation, and be sure *to know* whether the work presented has been performed by the individual himself, or owes its paternity to another mind. Establish, if possible, the idea in the minds of your scholars, that you *cannot* be deceived by them, and the temptation to make the attempt is done away.

And when any such attempt is detected, employ your most powerful dissuasives to prevent a repetition; showing its loss, its impolicy, its baseness; and, by contrasting it with the magnanimity of an upright course,—whatever may be the inducements to violate the principle,—strive with all earnestness to make the offender repent of his error and resolve to “sin no more.”

Let him, however, perceive that in this, as in all cases of delinquency, he has not moved your displeasure so much as your grief. Let your tone and manner be divested of all asperity, showing your real concern for *him* rather than a sense of wrong done to yourself.

Give him all the confidence you can find any good reason for conferring upon him, and avoid the expression of the slightest suspicion of an ignoble action committed by him. You may thus bring him to a resolution to *be* in reality, if he is not so already, all that you seem to think him.

He may have constitutional or organic difficulties to struggle against, that you know not of. If there be ground for such an apprehension, speak with him in private and ascertain the fact. He will give you his confidence, if you approach him in the paternal spirit; and if your apprehensions should prove well founded, induce him to unite with you in a determined attack on the enemy, and success will be almost certain. If his deportment or lessons are often unsatisfactory, embrace every occasion of his well-doing to award him full and hearty approbation. It will *tell* on his feelings, excite his ambition, and induce to a more determined effort to please. He has, perhaps, been accustomed to think that *you* were to blame for his failures; but now, since he has been put in better humor, as the result of his own improvement, and has imbibed the pleasing words of commendation, he has juster notions, and resolves that he will go on and deserve a repetition of the boon. Smile upon all these favorable omens, and turn them to the best account for your pupil.

Promotion in class rank is an effective means of good, when adroitly managed. Let it have its fullest influence in your school; but be careful to bestow it on merit as the chief cause, and prevent, as far as possible, any invidious comparisons whereby the sensitive may be wounded. You will find it necessary sometimes to put forward one pupil, while you leave behind

others of higher class attainments. The reasons for this should be frankly stated to the class, that the aggrieved, if any, may be acquainted with the true grounds of the proceeding, and know that the proper course is pursued. Your rule with your scholars being, that they are not only to *do right*, but to *avoid the appearance of doing wrong*, it is proper to act on the same Bible principle yourself.

TEACHING TO LIE.

Never ask a child *why* he has done a thing; especially why he committed a certain fault. He has no reason to give; he does not know. If you press him to answer such a question, you add another to the fault committed,—you *tempt him to lie*. The misdemeanors of children arise, nine times in ten, from *want of reflection*; and the true answer to your question would generally be, “I did not think.” But avoid the temptation. Wordsworth has presented this idea in a striking, I may say, a thrilling light, in the following

METRICAL ANECDOTE.

I have a boy of five years old;
His face is fair and fresh to see;
His limbs are cast in beauty's mould,
And dearly he loves me.

One morn we strolled on our dry walk,
Our quiet home all full in view,
And held such intermitted talk
As we are wont to do.

My thoughts on former pleasures ran;
I thought of Kilve's delightful shore,
Our pleasant home when Spring began,
A long, long year before.

A day it was when I could bear
Some fond regrets to entertain;
With so much happiness to spare,
I could not feel a pain.

The green earth echoed to the feet
Of lambs that bounded through the glade,
From shade to sunshine, and as fleet
From sunshine back to shade.

Birds warbled round me—every trace
Of inward sadness had its charm;
“Kilve,” said I, “was a favored place,
And so is Liswyn farm.”

My boy was by my side, so slim
 And graceful in his rustic dress;
 And, as we talked, I questioned him,
 In very idleness.

"Now, tell me, had you rather be,"—
 I said, and took him by the arm,—
 "On Kilve's smooth shore, by the green sea,
 Or here at Liswyn farm?"

In careless mood he looked at me,
 While still I held him by the arm,
 And said, "at Kilve I'd rather be
 Than here at Liswyn farm."

"Now, little Edward, say why so;
 My little Edward, tell me why."
 "I cannot tell, I do not know."
 "Why this is strange," said I;

"For here are woods, and green hills warm:
 There surely must some reason be
 Why you would change sweet Liswyn farm
 For Kilve by the green sea."

On this, my boy hung down his head,
 He blushed with shame, nor made reply;
 And five times to the child I said,
 "Why, Edward, tell me why."

His head he raised — there was in sight,
 It caught his eye, he saw it plain —
 Upon the housetop, glittering bright,
 A broad and gilded vane.

Then did the boy his tongue unlock;
 And thus to me he made reply:
 "At Kilve there was no weather-cock,
 And that's the reason why."

O dearest, dearest boy! my heart
 For better lore would seldom yearn,
 Could I but teach the hundredth part
 Of what from thee I learn.

MANNERS.

Good manners are like correct morals, indispensable; and must be inculcated by example and by precept. They are due to others, and they become important aids to success in life. Coarseness of deportment, on the contrary, mars the effect of a really benevolent action.

Good manners are shown not merely by certain outward

manifestations, but by the absence of what is offensive to the refined and well-bred.

The rough, the boisterous tone, as well as the ungainly carriage, and the awkward attitude, should be avoided. The teacher should be a pattern for his pupils. Every thing about him should betoken the gentleman. He is never to indulge in language of even a doubtful purity ; but every word should be fit for repetition at the table or fireside of the most refined.

These practices, constantly observed, will go far towards forming the manners of the young, with very little precept on the subject.

The sentiment of *reverence* seems to have nearly died out among us. It is the duty of the educator to do all he can to revive it. Its existence is intimately connected with the permanency of the institutions of our ancestors — the paladium of our moral character as a people. If we would perpetuate the one, we must restore the other.

SEXES.

I have confined my remarks to my own sex principally ; but it will be obvious that both sexes, either as teachers or as scholars, are included in the spirit of what has been said. The greater delicacy of conformation, both physical and mental, in the female sex, exonerates them from the applicability in detail of many of my remarks ; while their more lively sensibility demands an increased tenderness of management. With perceptions more acute than those of boys, they possess a sense of shame which the slightest penalties arouse. Their conscientiousness, too, is much greater than that of boys ; hence, a skilful teacher finds in their own bosoms an advocate for the right, which is easily enlisted on his side ; and measures which might be considered indispensable with boys, would be found injudicious or harsh, if not overwhelming, to the feelings of a girl.

Boys feel a pride in *braving* the rebuke or correction of the teacher, while girls find their natural relief in tears. Whenever you can awaken tears in either sex, your cause is hopeful, if not won.

The great hinderance to success, is found in a wilful opposition, based on self-esteem, angry passion, or a supposed injustice done to the pupil by the teacher. Unless this can be subdued, no genuine improvement in the character and conduct can be reasonably looked for. An undissembled and complete submission must be secured, or no permanent good is effected. And what is needed in schools at the present time, beyond all things else, is an *unquestioning and prompt obedience*.

PARENTAL COÖPERATION.

The customs of society are, in our times, hostile to prompt and implicit obedience; and many parents who mourn the frowardness or depravity of their children, may trace it to their own neglect or mismanagement at the fireside. The course pursued at home may, with a good degree of accuracy, be inferred from the children's conduct at school. And where a teacher has to combat a boy's own evil propensity, and the indirect encouragement in wrong of his parents, his task is indeed a hopeless one. With some, it seems almost useless to strive. Still, this idea must never find admission to your mind. Good will sometimes be done when least expected. There are some parents who fail in duty for lack of *light*; some, from such an engrossment in professional occupation as leaves no time to attend to the management of their children, not considering that how eminent soever they may become, or how wealthy, their happiness, in the downhill of life, must inevitably depend more on the character and conduct of their children, than on all outward circumstances.

Put yourself in the way of communicating with parents as often as your other engagements will permit. Most of them will be gratified by it; and some will, through you, begin to know their children, of whom till then they were ignorant. You will hence be more likely to gain their assistance in your school discipline; the children's own interest in school duty will be increased, and many misrepresentations and other troubles be prevented.

You will ascertain, too, the estimate in which *right*, *truth*, *honor*, and *purity*, are held at home; and if you should find there any thing low in principle or practice, the opportunity would be presented, to unfold and enforce your own views in regard to these important points; which you should do with your utmost ability. And this, not in a general way, but entering into particulars, claiming as indispensable, entire exemption from all injustice or wrong; allowing neither falsehood, evasion, equivocation, manœuvring; neither the speaking nor acting a lie, to be practised or tolerated;—asserting the claims of honor in every particular, on all occasions, in every human transaction; showing its manliness, nay, its godlike character; and contrasting in their native colors, the contemptible character of meanness, baseness, and low cunning;—urging the claims of purity in word, deed, and thought; and illustrating the consequences of its infraction, by such narratives and facts as are ever at hand for his use who feels the importance of his theme.

In this way, you may not merely benefit your own pupil, and satisfy your sense of duty, but possibly rescue a whole household from grovelling views and degrading practices.

The schoolmaster, though not in many respects recognized practically as a very important personage in society, exerts a powerful influence over the general mind and manners. "You must do it, for the master said so," is an idea expressed by numbers in every village in our country. He is, in numerous cases, made the model of manners, of language, of opinion, from which there is hardly an appeal admitted. Oh! let him be stored with intelligence, with every good principle, every grace, all surmounted, adorned, and completed, by a desire to do his utmost for the present and permanent well-being of his precious charge! Let his daily life show forth these characteristics, and he will command a coöperation with parents and with school-committees, commensurate with his wishes and his necessities.

I have many more things to say, adapted to your present situation; but as my letter has already extended to a most unreasonable length, I will defer the remainder to a future time.

I have now said more than you will probably be able or willing to adopt in practice, but which I hope you will carefully consider, and apply as far as it commends itself to your understanding and judgment. Ever faithfully yours,

* * *

JOHN QUINCY ADAMS.

President Everett, in his eulogy on Mr. Adams, furnishes the following incidents connected with his early life, which cannot fail of being as useful as they are interesting:—

"The following passage from her (Mrs. Adams's) published letters, written [to her husband] when her son was seven years old, will show how the minds of children were formed in the revolutionary period. 'I have taken,' she says, 'a very great fondness for reading Rollin's Ancient History since you left me. I am determined to go through with it, if possible, in these days of my solitude. I find great pleasure and entertainment from it, and have persuaded Johnny to read a page or two every day, and hope he will, *from his desire to oblige me*, entertain a fondness for it.' In that one phrase lies all the philosophy of education. The child of seven years old, who reads a serious book with fondness, *from his desire to oblige his mother*, has entered the high road of usefulness and honor.

"The subjoined letter was written to his father, when he was absent at Philadelphia.

'Braintree, June the 2d, 1777.

'DEAR SIR,—I love to receive letters very well; much better than I love to write them. I make but a poor figure at composition, my head is much too fickle. My thoughts are running after birds' eggs, play, and trifles, till I get vexed with myself. Mamma has a troublesome task to keep me steady, and I own I am ashamed of myself. I have but just entered the third volume of Smollett, though I had designed to have got half through by this time. I have determined, this week, to be more diligent, as Mr. Thaxter will be absent at court, and I cannot pursue my other studies. I have set myself a stint, and determine to read the third volume half out. If I can but keep my resolution, I will write again at the end of the week, and give a better account of myself. I wish, sir, you would give me some instructions with regard to my time, and advise me how to proportion my studies and my play, in writing, and I will keep them by me and endeavor to follow them. I am, dear sir, with a present determination of growing better,

Yours,

JOHN QUINCY ADAMS.

'P. S.—Sir, if you will be so good as to favor me with a blank book, I will transcribe the most remarkable occurrences I meet with in my reading, which will serve to fix them upon my mind.'

"Such was the boy at the age of ten years!

"The classical rule was not departed from, in the farther progress of his character.

————— Servetur ad imum

Qualis ab incepto processerit, et sibi constet."

Scratch the green rind of a sapling, or wantonly twist it in the soil,
The scarred and crooked oak will tell of thee for centuries to come;
Even so mayst thou guide the mind to good, or lead it to the marrings of
evil,

For disposition is builded up by the fashioning of first impressions:
Wherefore, though the voice of instruction waiteth for the ear of reason,
Yet with the mother's milk the young child drinketh education.
Patience is the first great lesson; he may learn it at the breast;
And the habit of obedience and trust may be grafted on his mind in the
cradle.

Proverbial Philosophy.

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